

Department of Computer Science, Engineering & Mathematics
Tenure and Promotion & Annual Evaluation Guidelines (2025)

Teaching

The faculty of the Department of Computer Science, Engineering & Mathematics are held to high standards of teaching excellence, as evidenced by thoughtful review of student evaluations (i.e. SET scores and comments) and consideration for both compliments and criticism of course structure, content, and presentation. For courses that have been taught more than once, faculty should demonstrate maintenance of best practices and attempts to make the courses most effective. When applicable, positive peer reviews of teaching and/or thoughtful consideration and implementation of peer feedback may also be considered. When applicable, highlighting specific emailed or written feedback from alumni or current students not included in the formal SETs may also be considered. Moreover, faculty are expected to extend their pedagogy outside of the classroom by being available for student questions and concerns on a contractual basis (both within and outside of office hours).

In addition to consideration of evaluations from students and peers, faculty should endeavor to remain “current” by incorporating innovative teaching techniques to their courses. Although not all innovations will be a good fit for all courses, faculty should demonstrate thoughtful rationale for which new technologies and techniques they will include, to what degree, and in which courses. The above description constitutes effective teaching practices. Any additional work described below is not required for effective teaching but may be considered in evaluation of teaching. Any engagement with undergraduate and graduate research including enrollment in research credits, volunteer research assistantship, and applications for funding (e.g., Magellan, Summer Scholars’ Institute, etc.) shall be considered teaching regardless of whether it eventuates in any scholarly product (e.g., poster, grant application, manuscript).

Teaching (All Ranks)				
Substantially Exceeds Expectations	Exceed Expectations	Meets Expectations	Below Expectations	Substantially Below Expectations
Substantial activity in all three tiers.	Substantial activity in Tier 1 and substantial activity in either Tier 2 and 3 OR Substantial activity in Tier 1 with a combined level of substantial activity from both Tiers 2 and 3.	Substantial Tier 1 activity.	No or minimal evidence of Tier 1 activities but some evidence of activities from Tiers 2 and 3.	No or minimal evidence of Tier 1 activities and zero activities from Tiers 2 and 3.

Tier 1

- Consideration of SETs in annual evaluation narrative for both compliments and criticism of course structure, content, and presentation
- For courses that have been taught more than once, faculty should demonstrate maintenance of best practices and attempts to make the courses most effective
- Soliciting peer reviews of classroom teaching
- Effective supervision of undergraduate capstone research
- Effective supervision of graduate student research
- Thesis committee membership
- Demonstration of active and effective advising of students
- Curriculum developments and changes to improve effective teaching
- Evidence of attempts to innovate or incorporate technology or additional resources into courses
- Connecting content to student's lives and values
- Consideration of best/high impact practices into teaching
- Faculty are expected to extend their pedagogy outside of the classroom and laboratory by being available for student questions and concerns (both within and outside of office hours)
- Other activities in teaching

Tier 2

- Attendance and participation in workshops on teaching or clinical work for the purpose of advancing teaching effectiveness
- Consistently positive student evaluations on SETs
- Positive peer reviews of classroom teaching
- Positive written comments from students
- Positive feedback from alumni
- Supervising students in undergraduate independent study and/or independent research courses (e.g. A399 courses)
- Effective supervision of a student in honors thesis/capstone and honor's enrichment
- Effective supervision of a graduate student on their master's thesis
- Mentoring other faculty in teaching
- Evidence of successful incorporation of technology or additional resources into courses
- Formal recognition for teaching, such as through Thank-a-Teacher or Teacher Appreciation Night
- Incorporation of best/high impact practices into teaching (e.g., service learning, research in the classroom, collaborative learning, diversity/global learning, learning communities, etc.)
- Any engagement with undergraduate and graduate research including enrollment in research credits, volunteer research assistantship, and capstone classes
- Other activities in teaching

Tier 3

- Attendance and participation in conferences on teaching for the purpose of advancing teaching effectiveness
- Providing formal opportunities to help advance others in their teaching, such as giving a presentation, leading a discussion, or hosting a workshop on teaching strategies
- Submitting a teaching grant
- Publication of research on teaching
- Textbook review on teaching
- Nomination for, or recipient of, awards for teaching
- Teaching a course that is writing intensive
- Effective supervision of multiple students in honors thesis/capstone and honor's enrichment
- Effective supervision of multiple master's theses
- Effective supervision of multiple independent research students
- Any engagement with undergraduate and graduate research that results in applications for funding (e.g., Magellan, Summer Scholars' Institute, etc.) or formal dissemination (e.g., peer reviewed abstracts)
- Certification received for teaching training advancement (e.g. from CTE, professional organizations)
- Other activities in teaching

Caveats

- No amount of Tier 2 or 3 activities can make up for a deficit in classroom teaching (e.g., consistent poor classroom evaluations from peers, alumni, or current students)
- Substantial may reflect high quantity of activities and/or high-impact activities (e.g., could mean several teaching/mentorship awards from small venues or one award from a high-impact venue)
- Given the intangible nature of teaching, evidence of Tier 1 activities is quantified in narrative reflection and evaluation rather than specific number of products

Service

In the Department of Computer Science, Engineering & Mathematics, service may consist of a variety of activities. Membership, especially in leadership roles, in Department and College Faculty committees, campus-wide committees and task forces, and system-level involvement, are all valued. Active involvement in departmental matters such as search committees, planning activities, mentorship of new faculty, participation in program review, and special projects are also evidence of service. Faculty are expected to effectively and accurately advise students, which requires keeping abreast of curriculum changes and requirements, and mentoring and guiding students on career or graduate school paths. Advising student organizations and participation in and presentations at university events also qualify as service. Externally, involvement with community and state agencies, membership in national, state, community boards, compensated/uncompensated consulting activities, participation in community events (e.g., professional presentations, membership), and participation in other projects utilizing faculty professional expertise is also considered part of service. While attempts to define what would qualify someone for each of the ratings are below, we acknowledge that some service requires significant and sustained time and energy while others do not, even of the chair of the committee or board. Thus, we encourage faculty to describe the work they do in light of this such that the department chair has ample understanding of your engagement in each service experience.

Service (All Ranks)				
Substantially Exceeds Expectations	Exceed Expectations	Meets Expectations	Below Expectations	Substantially Below Expectations
Substantial activity in all three tiers.	Substantial in Tier 1 and substantial activity in either Tier 2 and 3 OR Substantial activity in Tier 1 with a combined level of substantial activity from both Tiers 2 and 3.	Substantial Tier 1 activity.	No or minimal evidence of Tier 1 activities but some evidence of activities from Tiers 2 and 3.	No or minimal evidence of Tier 1 activities and zero activities from Tiers 2 and 3.

Tier 1

- Student advisement
- Committee member with moderate responsibilities (department, college)
- Participation in one-time department, college, or university recruitment event
- Minor or short-term consulting with Community and State agencies utilizing faculty professional expertise
- Reading proposals for system-level grants such as Magellan, ASPIRE, and RISE
- Member of professional societies or organizations
- Participation at university and community events
- Other activities in service

Tier 2

- Faculty advisor to student group
- New faculty mentor
- Committee member with substantial responsibilities (university task force, faculty assembly standing or ad hoc committee, department search, university search)
- Leadership role such as chair (departmental, college, ad hoc, university task force)
- Significant or long-term consulting with Community and State agencies utilizing faculty professional expertise
- Officer positions in professional societies
- Panel participant or presenter at university and community events
- Other activities in service

Tier 3

- Chair of search committee
- Substantial leadership role such as chair of faculty assembly
- President of professional organization
- Keynote speaker at university, system, professional, or community events
- Other activities in service

Scholarship

Scholarship (All Ranks)				
Substantially Exceeds Expectations	Exceed Expectations	Meets Expectations	Below Expectations	Substantially Below Expectations
Substantial Tier 1 activity, two or more products from Tier 2, and three or more products from Tier 3	Substantial Tier 1 activity, two or more products from Tier 2, and two or more products from Tier 3 OR Substantial Tier 1 activity, three or more products from Tier 2, and one products from Tier 3	Substantial Tier 1 activity and two or more products from Tier 2 OR Substantial Tier 1 activity and one product from Tier 3	Substantial Tier 1 activity, one product from Tier 2, and zero products from Tier 3	Little evidence of Tier 1 activity (e.g., minimal research activities and/or minimal locomotion toward developing a research program)

Tier 1 examples of scholarship

- Development and maintenance of an active, sustained, and productive research program
- Ad hoc journal or conference reviewer
- Participation in continuing education, workshops (e.g., attending seminars, webinars, research talks, conferences, etc.)
- Other activities in scholarship

Tier 2 examples of scholarship

- Acceptance or presentation of paper/poster at peer-reviewed conferences at regional, national, or international level
- Involvement of students in research activities, including idea formation, data collections, data analyses, writing manuscripts, etc.
- Supervision of undergraduate honors theses/capstones, graduate research projects, and Master's Theses
- Professional consultations
- Service on editorial boards of scholarly publications
- Submission of award for internal or external grant funding
- Submissions of manuscript to be considered for publication
- Other activities in scholarship

Tier 3 examples of scholarship

- Manuscript accepted for publication in a scholarly journal, peer-reviewed conference proceedings, chapter in an edited book, or book.
- Award of internal or external grant funding
- Preparation/dissemination of technical report or report summarizing the results of a program evaluation (e.g. program assessment, accreditation assessment, etc.)
- Invited research talks (e.g. academic conference keynote address, speaking engagement at another university, etc.)
- Serving as an editor for a peer-reviewed journal or book
- Other activities in scholarship